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ABSTRACT

The first in a series of nine career education guides covers the planning and implementation of an articulated career education program. The unit provides a means for articulating the total career education concept in grades K-12 by use of an integrated council. It lists career education goals with respect to general objectives and specific grade levels. It discusses a tri-regional, regional and district basis of organizing career education, and details the makeup of the Career Education Coordinating Council at the local level. It examines the responsibilities of the various coordinating units present on the Council: the tri-Board of Cooperative Educational Services (BOCES) regional career education director; the tri-BOCES materials center; school representatives; students; parents; BOCES occupational center representatives; business, industry, and organized labor; local colleges and technical schools; government; and other community groups. It discusses objectives and techniques of articulation within the school, between schools, and between the school and the community. A one-page appendix presents an organizational format for recruiting resource personnel. (JR)

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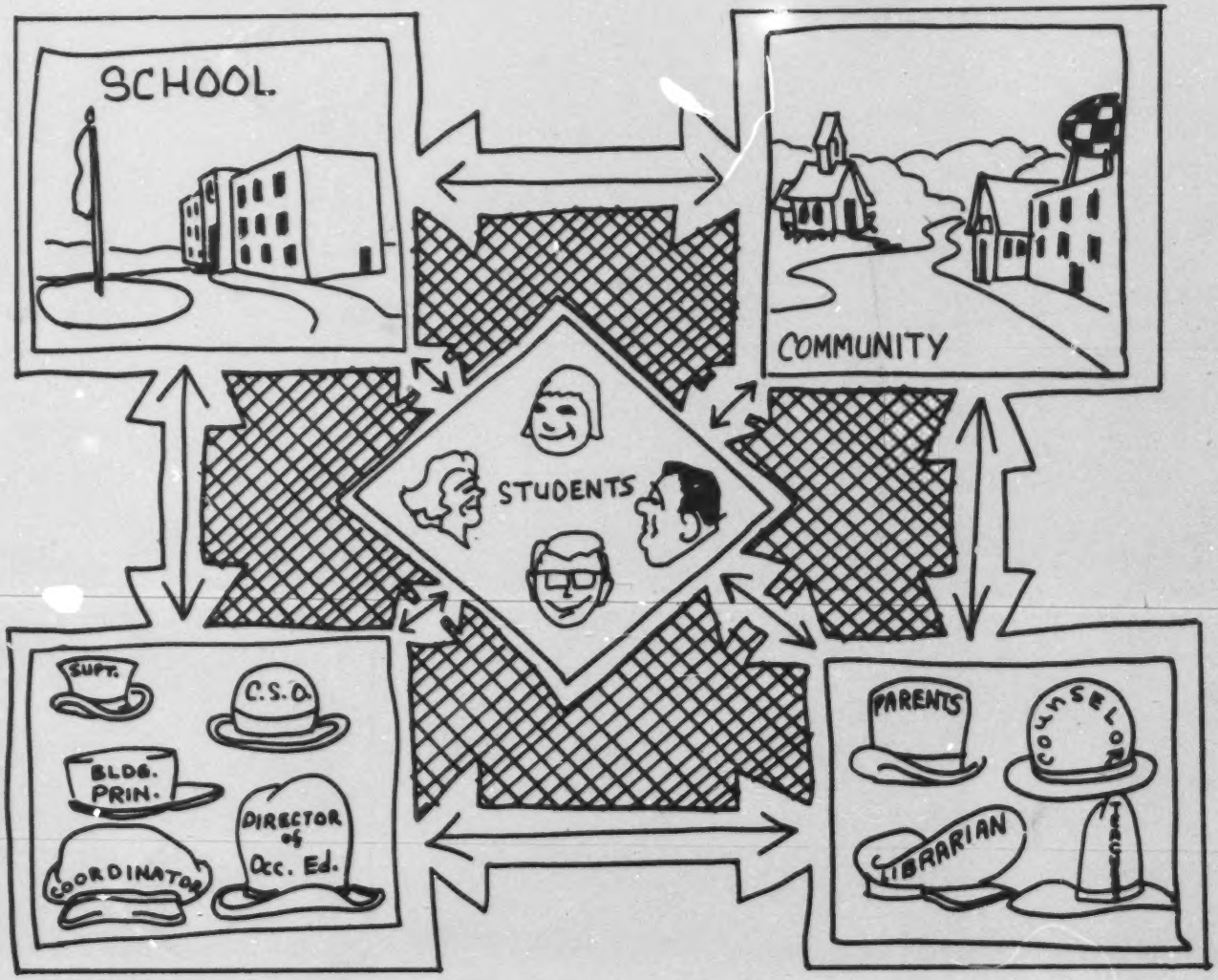
CAREER EDUCATION

ARTICULATION GRADES K-12



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CAREER EDUCATION

PROJECT: Tri BOCES Planning and Development of a Comprehensive Career Education Program K–12

REGION: Cayuga BOCES
Cortland–Madison BOCES
Tompkins–Seneca–Tioga BOCES

McEvoy Educational Center
Cortland–Madison BOCES
Cortland, New York 13045

1974

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FORWORD

In a Career Education program, each student is provided with tools and/or information to help him develop a sense of self-awareness, to become cognizant of his abilities, temperaments, aspirations, goals, values, interests and needs in order to make realistic choices in the many career options available to him in the world of work.

The material developed in this unit is to provide a means for articulating the total Career Education concept in grades K-12 by use of an integrated council.

Career Education is the facet of education that can be related to the whole student and thus provide a vehicle to help him prepare for the future and implement decisions that will hopefully lead to a rewarding and successful life.

G. Douglas Van Benschoten
Career Education Manager

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INTRODUCTION

In order to help a student grow, there needs to be a life giving source working cooperatively and continuously to build and strengthen that growth.

Career Education should be nurtured in that same way by the free flow of already existing materials, ideas, and the development of new materials which will be of lasting value to today's student in helping guide him toward his educational goals as well as aiding in his career decisions. The student's continuing awareness of self will facilitate his development in a fulfilling role as part of his school and career world.

The Career Education program is being designed to offer every student a broad exposure to the career world throughout the year. Emphasis will be placed on the dignity of work. The program's approach is developmental, beginning in kindergarten and proceeding throughout high school, necessitating adaptation of the curriculum for the needs of its students. Ultimately, enrichment of self, education and career awareness should aid each student in becoming an integral and effective member of his world.

ARTICULATION

Students are already involved in many activities in the schools, homes, and communities which will help them become effective members in the real world. Through thoughtful program planning with careful attention to the process of articulation, it is hoped that all of these activities can be joined together to greatly enhance the student's development toward stated career education goals.

It is only through expanding the child's view of the real world and increasing his ability to integrate this with his academic learnings that real assistance can be given the student.

Any program, regardless of how desirable it may be, will not be effective unless its message is clearly defined and clearly conveyed to all people who should be concerned with it and who could benefit from its implementation. This is the main function of articulation. The "conveying" of the message usually requires a clearly defined channel of communication which will provide for the logical, natural free flow of ideas. This channel, though it should be clearly defined, should not be restrictive. Specifically there should be a free flow of information and ideas from regional levels to local levels, reaching to the individual most intimately concerned with this program, namely the student. In addition it should also provide for the free flow of ideas from the student to all units, including the regional.

Any well-planned program must include provision for planning, implementing and evaluating.

In this module, suggestions will be made on how an effective Career Education program may be implemented in order that each student might be helped to develop to his fullest potential so that he can be a happy and successful individual. This, we feel, requires that (at appropriate levels) the Career Education program should be implemented to provide for a continuous, logical development of the student's self-awareness and good self-image and increasing knowledge of the world of work and how he can best fit into that world.

CAREER EDUCATION GOALS

I. General Objectives

A. To aid the student in expanding awareness of self and developing a good self-image.

B. To aid the student in developing an awareness of the world of work appropriate to his level.

C. To aid the student in relating his/her self to the career world.

Primary Level, K-3

At the primary level, K-3, we begin to introduce and build upon a child's experiences. In developing self-awareness and enhancing self-confidence, we suggest teachers should provide a student with as many opportunities as possible for him to discover what he likes to do and what he does well.

Intermediate Level, 4-6

The Career Education curriculum in grades 4-6 should be designed to enlarge upon the student's awareness of the community, industry, and/or business, as well as to continue the development of self-awareness and self-image.

Junior High Level, 7-8

The Career Education curriculum in grades 7 and 8 should be designed to enhance students' self, educational and career awareness. It should also help the students to develop economic awareness and decision making skills.

Senior High Level, 9-12

The Career Education curriculum in grades 9-12 should be designed to provide the student with information for

formulating career decisions, developing employment skills and understanding of attitudes and appreciations for the total self and social fulfillment.

CAREER EDUCATION: A REGIONAL PLAN

In line with current educational thinking and planning and financing, it is proposed that the most effective local school program can be developed and enhanced by a cooperative effort on a Tri-Regional, Regional and District basis.

To clearly define the channel of communication and responsibilities within the formal structure, the following organization is proposed:

I. Tri-Regional (The Cayuga, Cortland-Madison, Tompkins-Seneca-Tioga BOCES)

A. Coordination of programs will be provided by the three BOCES superintendents and the school district superintendents working with a Tri-Regional Career Education Director.

B. A Tri-Regional Resource Center for Collection and lending of Career Education materials to regional and district schools.

II. Regional (A BOCES Region - optional, not detailed in this booklet)

A Coordination of programs in a region will be provided by a Regional Career Education program coordinator working with the superintendents.

III. District Structure (Between schools)

A. The Board of Education, Chief School Officer and other administrative personnel will function in the same capacity as in any program planning and implementation.

* B. A Career Education Coordinating Council should be established by the Chief School Officer and made up of building Career Education coordinators, school representatives, representatives from occupational centers, parents, community, government, students, regional Career Education coordinator, colleges and other groups. (This could be an assigned responsibility of the appointed Local Career Education Coordinator.)

C. A District Resource Center to house Career Education materials in a centralized location and to stimulate the development of local materials shoud be established.

IV. Individual Schools

A. The Building Principal will function in the same capacity as in any program planning and implementation.

B. A School Career Education Coordinator will coordinate the program between levels, parents, and community.

C. All other professional personnel will be involved in the program in those areas related to his area of expertise.

SEE FLOW CHART FOR PROPOSED ORGANIZATION

*See page 10

CAREER EDUCATION: A LOCAL PLAN

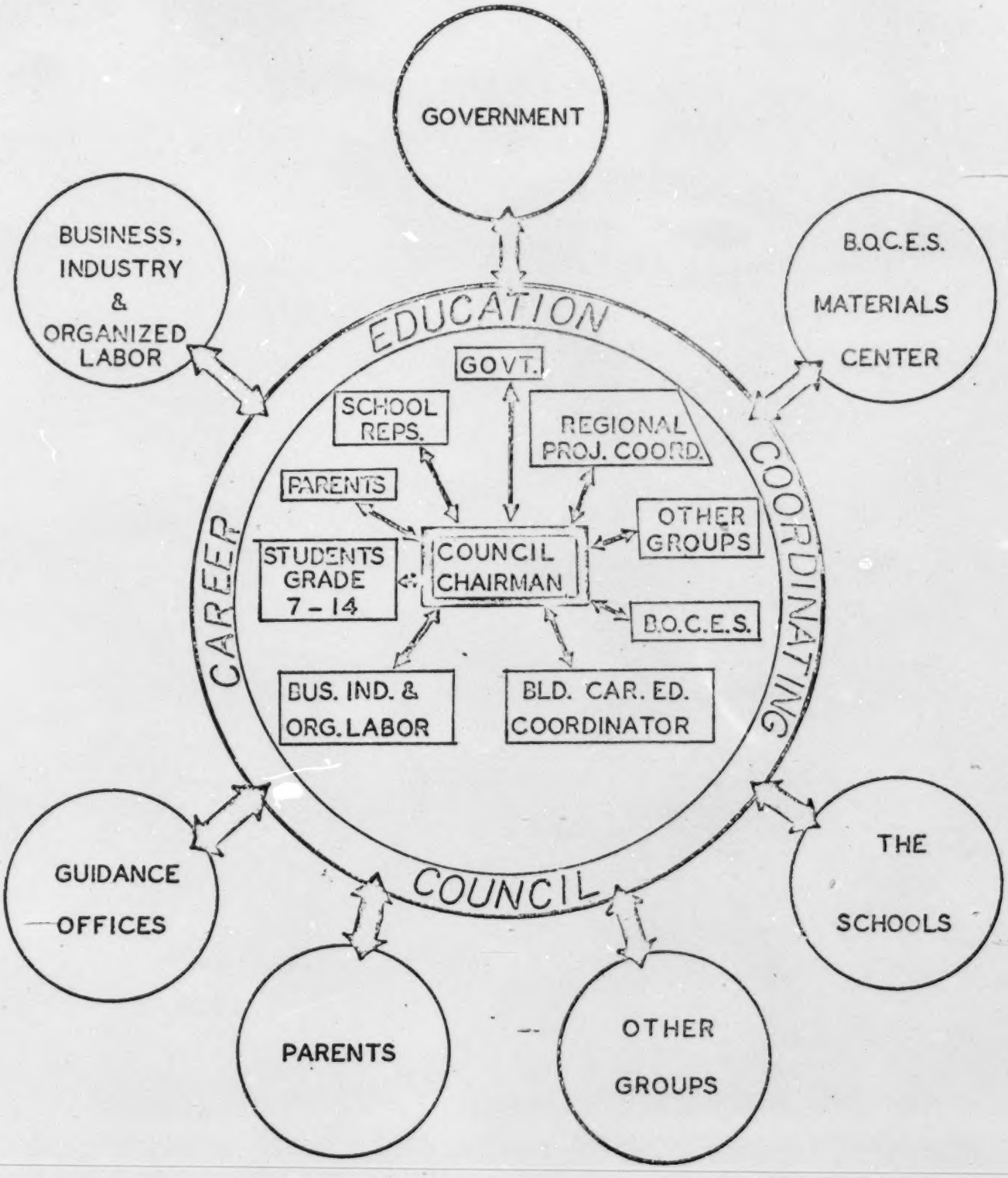
The Career Education Coordinating Council is a structure to permit easy information and communication access to all involved, but at the same time, not overburden busy educators and businessmen.

This Council must coordinate existing agencies, groups and individuals concerned with Career Education by establishing firm continuous lines of communication between and among these groups. It should familiarize all concerned with the total effort. It must sustain an effort toward a career ladder approach, not a disjointed one-shot program, to career awareness and to the other basic elements of Career Education.

In the interest of program honesty and to insure an authentic power-base for action, groups such as students and the mass of inarticulate workers must be represented. We have pointed the way for implementation. This Council will provide a forum for the persistant revaluation of Career Education as it currently operates within a district.

In addition, the Council should provide stimulation for a vigorous Career Education program, inservice work for teachers, creative materials development and utilization, aggressive placement service and enlightened guidance effort.

SCHOOL CAREER EDUCATION COORDINATING COUNCIL



COORDINATING UNITS

Though individuals representing the following groups sit on the Council, each agency provides multiple resources for all of the Council's endeavors. Each agency, through its representative, will maintain constant up-to-date communication with the Council. The following pages are some of the specific functions of the agencies and the special inputs those agencies can provide.

General Responsibilities

A. Each person on the Council should:
   1. Act as liaison between his group and the Council.
   2. Assist in introduction, development and implementation of Career Education Program.
   3. Report to constituents.

B. The Council should:
   1. Serve as the unifying force in the introduction, development and implementation of Career Education Program in the school.
   2. Work with local media to explain goal of Career Education and to obtain community support.
   3. Act as liaison with Regional Coordinating Council.
   4. Establish a calendar of events to include meetings of the Council.

I. The Tri-BOCES Regional Career Education Director

A. Help provide funds for program implementation.

B. Keep the Council advised of State and Federal directives and Career Education input.

C. Provide general supervision of Regional Programs.

D. Assist in coordinating inservice programs.

E. Assist in developing new materials.

F. Assist in developing program evaluation criteria.

II. Tri-BOCES Material Center*

A. Special media center for Career Education materials gathered on a national basis, including ERIC files.

B. Regional clearing house for Career Education materials developed.

C. Standard media material as: films, slides, tapes.

B. Bibliographics of Career Education sources.

III. School Representation

A. Administration

1. The role of the Chief School Officer

a. Lend support to philosophy of Career Education.

b. Participate in planning, development, implementation and evaluation of project.

c. Provide funds for Career Education projects.

d. Act as liaison between Board of Education and Council.

2. The role of the Principal

a. Lend support to philosophy of Career Education.

b. Implement communication devices for development and support of Career Education Program.

*This agent will not ordinarily be represented on the Council.

c. Disseminate information through deparment structures.

d. Provide funds for personnel and material.

e. Participate in planning, development, implementation and evaluation of projects.

B. The role of the Council School Building Coordinator:

1. Become familiar with literature, materials, personnel and goals of Career Education Program.
2. Attend all meetings of the Career Education Council.
3. Disseminate information from Council meetings.
4. Advise Council of school's Career Education activities.
5. Act as liaison between teachers - school administration and the Council.
6. Assist in development of locally oriented Career Education material.

C. The role of the Teachers and Department Heads:

1. Become fully informed about the goal of Career Education.
2. Infuse Career Education into their curriculum, building on what they are already doing.
3. Be actively involved in development, implementation and evaluation of on-going Career Education program.
4. Discuss Career Education as a part of the departmental meeting.
5. Help prepare an informational brochure on Career Education for administrators.
6. Obtain input from other teachers on existing Career Education materials.
7. Help prepare an over-view of Career Education for student teachers.
8. Participate in inservice programs.

9. Help prepare a Career Education information packet for their discipline including a bibliography of source materials.

10. Participate in Business-Industry-Education Swap Day (Teachers and businessmen exchange jobs.)

11. Actively seek out summer employment providing specific details of job involvement.

D. The role of the Guidance Personnel:

1. Assist in student development of self-awareness from a positive standpoint with positive values.

2. Assist in development of career awareness, utilizing the following:

   a. Career Day

   b. Careers in immediate community

   c. Educational and personal requirements

   d. Student bulletin board

   e. Career materials communicated to entire student body.

   f. Alternative work-travel year

3. Assist in helping students make career decisions

   a. Broad career areas - "clusters"

   b. Job survey - quarterly

   c. World opportunities - new horizons, including space

   d. "Glamor Jobs", stewardess, pilot, model

   e. Volunteer work to familiarize with jobs (political, hospital, tutorial, sheriff aid, school clerical jobs, volunteer senior citizens, nursing homes)

4. Coordinate placement with USES

5. Involve personnel departments of local business and industry

6. Assist in college placement

E. The role of Media Personnel:

1. Make available frequently used Career Education material.
2. Obtain Career Education material from Regional Center and other sources.
3. Have up-to-date bibliographies of Career Education materials.
4. Have lists of resource people available.
5. Work with teachers on selection and use of materials.
6. Assist students in selection and use of material.

IV. The role of the Students:

A. Have representation from junior high, senior high, graduates, and drop out groups.

B. Rational -- program only as effective as student's grasp and utilization of same.

C. Provide information on adequacies and inadequacies of program as it existed when they were in school as well as of programs in which they are currently enrolled.

D. Communicate their perception of problems.

V. The role of the Parents:

A. Have representation which truly reflects the broad spectrum of vocational backgrounds existing in the community.

B. Share information about job and college experiences of their children and the neighbor's children.

C. Promote healthy attitude toward all types of jobs.

D. Promote realistic attitude toward child's abilities, interests and aspirations.

E. Show patience while waiting for child's interest to focus.

F. Supply positive motivation and support to child to reach desirable goals.

VI. The role of BOCES Occupational Center:

A. Develop positive image of working with head and hands.

B. Inform students of completeness of their programs for entry level jobs (more than job orientation).

C. Arrange for regular visits by students from junior high level.

D. Inform students and community of available supplementary training - other night school.

E. Have in its Media Center special section for Career Education material.

VII. The role of Business, Industry, and Organized Labor:

A. Provide realistic, factual information about jobs

1. Entrance restrictions -- formal and informal

2. Availability

3. Requirements

a. Educational -- school and apprenticeship

b. Experience

4. Advantages and disadvantages

B. Provide jobs -- seasonal, part or full time

C. Cooperate in Work Experience programs

1. On the job training

2. Volunteer

D. Assist schools in keeping curriculums up to date.

E. Provide for opportunities for large and small group visits.

1. Short

2. All day

F. Provide literature, films, and other job related resource material.

G. Provide resource people for

1. Group or personal interview
2. Talks
3. Explanation of rules by labor and management.

VIII. The role of Local Colleges and Technical Schools:

A. Provide information on programs available in their schools.

B. Maintain up-to-date curriculum.

C. Correlate but not dublicate curriculum offered on secondary level.

D. Share Career Education material and serve as resource people.

IX. The role of Government:

A. Provide survey information on available jobs -- local, state, national, and international.

B. Provide resource material and personnel.

C. Conduct tours of facilities.

1. Natural resources - i.e. Montezuma
2. Municipal units - fire, police, weights and measures, mayor.

X. The role of Other Community Groups:

A. Service Organizations provide scholarships and interesting projects for youth. (i.e. Elks, Moose, Sertoma, IOOF, etc.)

B. Boy Scouts of America and Girl Scouts of America orient youth to outdoor activities and also provide professional careers in these fields.

C. Church groups provide jobs, scholarships, summer camps.

D. National Grange, 4-H and FFA clubs provide helpful Career Education oriented groups in the agricultural clusters.

E. The American Legion, DAR and their auxilaries provide speech Training and citizenship and government activities.

ARTICULATION

WITHIN SCHOOL

Each school should establish clearly defined areas of responsibility and channels of communication which will enable each teacher and other interested staff members to quickly obtain desired information about Career Education which can be implemented at meaningful levels in classrooms.

Specific Objectives

I. Teachers should have a complete understanding of Career Education and how it can be implemented in their classroom.

   A. Inservice Programs will help to:

      1. Determine what teachers are already doing in Career Education and bring career aspects of on-going activities.

      2. Provide teachers with choice of area and degree of involvement.

      3. Establish committee of interested teachers.

   B. Teachers needs-based workshops

      1. Professional assistance in developing local materials.

II. To establish clearly defined areas of communication for teacher assistance:

   A. Teachers may obtain information either through school librarian, guidance counselor, Career Education coordinator and/or directly from Regional Resource Center.

      1. Librarian - Media Specialist should:

         a. Be alert to resource materials as they are produced.

b. Work with teachers on selection and use of materials.

c. Assist students with selection and use of materials.

d. Obtain, display, and distribute materials.

e. Work with building coordinator/steering committee as resource person.

f. Work with regional resource person.

2. Guidance--Resource should:

a. Be alert to resource material on occupational information in cooperation with librarian.

b. Assist in classroom by invitation.

c. Provide background information on student when appropriate. Work with teachers and students on a continuing basis in developing pupil's self awareness and improving self-image. Involve students and/or parents in broad career decision making to facilitate educational planning. Coordinate material selection with librarian.

3. To provide adequate leadership within a school in order to have an effective Career Education program.

a. Select a school Career Education coordinator from interested staff who should:

1. Assist teachers in selecting and adapting curriculum material.

2. Act as liaison between building principal and teachers.

3. Serve on District Steering Committee.

4. Work cooperatively with members of community.

ARTICULATION

BETWEEN SCHOOLS

There should be a channel for the exchange of ideas and the dissemination of Career Education information between all schools within a district.

I. The School Officer to be instrumental in establishing a Steering Committee made up of interested teachers, school Career Education coordinator, representative from Vocational education, parents, community, and regional Career Education director.

A. The Steering Committee should be established so it can function during planning and implementation stages.

1. Stimulate and elicit support and involvement of teachers, parents, and community.
2. Involved in development and evaluation of ideas, suggestions or proposals.
3. Involved in establishing a district resource center.

II. District Resource Center: (centralized housing for Career Education materials)

A. Collection center for Career Education information and materials.

1. Borrowed from Regional Center.
2. Free materials.
3. Community Survey:
   a. Lists of Resource people. (See Appendix A)
   b. List of local tours available.
4. Community manpower needs survey.
5. Locally developed materials:
   a. Occupational information kits.
   b. Curriculum learning packets.
   c. Curriculum guides.

B. Facilitate the cooperative use of Career Education material.

C. Financial support should be made available for development of locally oriented Career Education materials.

ARTICULATION

BETWEEN PARENTS AND SCHOOL

To inform and involve parents during the development and implementation of the Career Education program.

I. Provide a general orientation to Career Education.

II. Orient parents to a realistic concept of the world of work in which their child will function.

III. Assist parents in developing a realistic view of child's interests and skills.

IV. Alert parents to potential opportunities to be facilitators in Career Education program.

A. Provide as much information about the parents occupation as possible to the child.

B. Involve the child in the family economic structure as much as is appropriate to his age.

C. Relate day to day activities to similar job activities.

D. Let children accompany them into places where workers can be observed, i.e. banks, grocery, post office.

E. Encourage discussion of workers observed and related life style.

F. Help child identify himself with a job or life-style, i.e. indoor oriented job, outdoor oriented job.

V. Invite parent to serve in classroom as resource person.

VI. Involve parents and students in Career Education program leading to educational choices.

VII. Parent representative should be invited to serve on Steering Committee.

ARTICULATION

BETWEEN SCHOOL AND COMMUNITY

To provide a basis for sharing and advancing school and community relations.

I. The community should be adequately represented on the district Steering Committee.

A. Business, Industry, Professions

B. Service Clubs

C. Local Organizations

D. Governmental Agencies

II. Community Survey of Resources (including natural resources) What is already available? Can it be updated easily? Develop list of resources and/or free material on regional basis where feasible.

A. Ways in which community resources can be used:

1. field trips
2. class presentations
3. project leaders
4. donations of materials
5. set up displays
6. volunteer service project (by students)
7. Parents in classroom

III. Survey of present and future manpower needs.

IV. Use mass media to inform and maintain community interest and awareness of Career Education program.

V. Cooperate with business, industry, professions, service organizations, and community agencies.

A. Career Fair

B. Career Days

C. Explorer Scout Career Interest Survey

D. 4-H Career Oriented Clubs

E. Student volunteer work; i.e. candy stripers

F. Student Government Days

VI. Invite parents, business, industry, and professional people to serve as resource people.

VII. Aid student in identifying use of academic learning in job situation.

REGIONAL PLANNING CENTER

There should be sufficient leadership, financial support, commitment, and cooperation to ensure an ongoing program.

I. Tri-regional resource center with personnel and materials.

II. Regional Career Education coordinator for each BOCES region.

A. Meet with District Steering Committee.

B. Meet with District Superintendent.

C. Provide leadership in district.

D. Search out and develop sources of financial support.

E. Help in disseminating information about active Career Education program.

F. Assist in developing new materials.

G. Assist in developing program evaluation criteria.

III. Media Specialist

A. Keep up to date about materials available.

B. Adequate supply of materials.

C. Assist in facilitating rapid exchange of materials.

D. Collect and disseminating information about active Career Education programs.

APPENDIX A

FORMAT TO BE DEVELOPED

For Resource Personnel

A. Name of industry or business.

B. Name and number of persons to contact.

C. What career areas will persons be interested to speak on.

D. If field trips are encouraged, for what ages and how many per group.

E. Length of lecture and/or tour. State time and day of week preferred.

F. Equipment needed for presentation in classroom.

G. Type of dress of presentor.

   1. Work uniform

   2. Dress clothes

H. How far will speaker travel for presentation.

I. Age group speaker can adapt to.

Note: Suggest that this be in a one page format with check items being developed for most information.